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BOOK REVIEWS

Peter Ramus and the Educational Reformation of the Sixteenth Century. By FRANK PIERREPONT GRAVES, PH.D. New York: Macmillan, 1912. Pp. xi+226. \$1.25.

This monograph by Professor Graves is an interesting example of the recent tendency in writing the history of education to emphasize the development of educational practice. Peter Ramus (1515-1572) is treated as the great progressive leader at the University of Paris in the contest "between the conservative forces of scholasticism, ecclesiasticism, and the masters of the university colleges, on the one hand, and the progressive alliance of humanism, Protestantism, and the royal lecturers, on the other." The educational reforms of Ramus in France were similar to those of Melancthon and Sturm in Germany, but before the appearance of the present treatise there has existed no extensive account of his work in English. The author's experience as a student and professor of the classical languages before specializing in education has made possible this account which is based almost entirely upon Latin sources.

The first half of the book is primarily biographical in character, but the events in the life of Ramus are so related to the general social development and the life of the university as to present a concrete picture and narrative of the whole movement in which he played a part. The story is well told and would be of interest to all students of the history of education.

The second half of the book is a more technical discussion of the educational reforms inaugurated by Ramus. It is of interest to the special student who is concerned with the detailed history of higher education, especially with changes in the curriculum and methods of instruction.

S. CHESTER PARKER

Great Educators of Three Centuries, Their Work and Its Influence on Modern Education. By FRANK PIERREPONT GRAVES, PH.D. New York: Macmillan, 1912. Pp. ix+289. \$1.10.

In this book Professor Graves has reverted to the type of historical treatment of education represented by Quick's *Educational Reformers*, Munroe's *The Educational Ideal*, and Laurie's *Educational Opinion since the Renaissance*. The author recognizes in his preface that such books do not present the history of education, but justifies his work on the basis of its service to the more general reader.

In order to secure the interest that attaches to such a personal treatment of the history of education and justifies it, the account of each individual must be made sufficiently full to bring out his personality. In the cases where the author has done this the chapters are very interesting and hold the reader's attention in the same way as does the biographical part of the Peter Ramus reviewed above. The chapters on Rousseau, Pestalozzi, and part of the one on Froebel are especially good from this point of view. On the other hand, the interest of the general reader is likely to flag when abstract classifications and philosophical discussion are presented. This tends to be

the case in some of the earlier briefer chapters where there is much reference to "humanism," "humanistic-realism," "sense-realism," and "social-realism," and in some parts of the chapter on Herbart. These portions however are not frequent, and in general the book possesses the same charm that gave Quick's *Educational Reformers* such a long life.

There is a strong emphasis throughout on the influence exerted by each reformer on educational practice, and wherever possible the practical developments in America have been traced.

The educators treated are Milton, Bacon, Ratich, Comenius, Locke, Franke, Rousseau, Basedow, Pestalozzi, Herbart, Froebel, Lancaster and Bell, Mann and Spencer. A little over half of the book is devoted to the five chapters on Rousseau, Basedow, Pestalozzi, Herbart, and Froebel.

S. CHESTER PARKER

Berry's Writing Book and Primer. B. D. Berry & Co., 1912.

This writing-book is constructed on the same principles as the other Berry writing-books, with colored pictures illustrating rhymes or quotations having literary value. The content of this primer is the Edward Lear A B C rhymes. The writing is nearly one-half inch high and so is better adapted to beginners than the ordinary first book. If one uses copy-books this is the best one for beginners with which the reviewer is acquainted.

F. N. F.

UNIVERSITY OF CHICAGO

The Outlines of Educational Psychology. By WILLIAM H. PYLE. Boston: Warwick & York, 1911. Pp. x+254.

The book opens with a brief introductory chapter in which it is pointed out that sociology teaches the aim of education, biology and psychology teach the nature of the child, and psychology explains the essential nature of the educational processes. The kind of psychology in which the author is interested is functional, biological, and evolutionary psychology. He takes up accordingly as his first problem heredity and the inherited modes of adjustment which the child brings into the school. The individualistic instincts such as fear, anger, etc., are described and their pedagogical importance is briefly discussed. In like fashion the social instincts, environmental instincts (migration, collecting), the adaptive instincts (play and imitation) are treated at length. After instinct comes habit. The nature of habit, the training of habit, the problems of drill, and the moral value of habit are each treated in turn. Finally, there are three chapters on memory, attention, and fatigue. The book has in its appendices some charts for use in school inspection.

The book illustrates very strikingly the author's view of the intimate dependence of education on inheritance. One-half of the book is gone before the discussion of instincts is completed. The higher processes of thought and reasoning get no attention. That most vital and significant mode of social adjustment, language, is left out. The combative tendencies are dwelt upon, but the constructive adjustments which appear in the industrial arts are not explained. The sphere of intellectual activities which are commonly treated under the terms abstraction, generalization, and conception, in short the whole world of scientific reasoning, is as if it were not.